**Every student with disability succeeding vignette transcript –**

**Transition to Prep – Wynnum ECDP/Wondall Heights State School**

- My name is Rhani, and I have one daughter, she's four and a half, and she was diagnosed with autism on her third birthday. We've been attending ECDP since July last year, and she's been going there once a week. She also started at kindy, this year in January, and she goes two days a week. It's been a long journey since we've had the diagnosis, and we've been finding that the days at kindy have been very good for her social skills because there's such a big class. The smaller class with ECDP provides more of a one-on-one type program for her to get more therapy and some more intense learning and the kindy's providing more of a wider social circle, making lots of friends, lots of different people coming in and out.

- My name's Lara Collingwood, I'm the Head of Student Support at Wynnum State School and Wynnum ECDP. My role is to support families, as they enter education system, and to support the students and families that are existing at our schools. One of my major roles is supporting across transition. At the ECDP that's a very large part of what we do here. The main part around transition, I suppose, is that connection to family and other stakeholders involved with the child, so that we are all working on the same page together, and all have similar goals, and aspirations for the child.

- My name is Heidi, I'm a teacher at the ECDP at Wynnum State School. We support children with school readiness skills to help them transition into primary school. This time of year, we are really focusing on getting them ready, making sure their skills are all in place for a smooth transition into school next year. We're at the crucial stage now, where we're helping them develop those skills, so we're now introducing them to their new schools, a lot of schools are coming in to our setting to get to know the children, and understand what provisions they need to have in place before the children start; and we talk a lot with the children about their new schools, what it might look like, and what they might see, what their classes might be like, and we encourage parents to take any opportunity to take their children to the new schools, take some photos, so the children can become familiar with those schools, get to know the staff, and let the staff get to know the children as well.

- We try and make her as independent as possible, with getting dressed on her own in the morning; encouraging all those activities of daily living, brushing your hair, cleaning your teeth, doing things on your own, helping with packing lunch box, and she has lunch box at ECDP as well as kindy, so, and if we go out we use the lunch box, so that opening the lunch box on your own, knowing what your drink bottle is, saying her name, introducing herself, so we encourage all of those social skills.

- We've been working really closely with Esther this year, to build her skill development, so she is ready to take those skills into the primary school setting, so that she can actively and successfully participate in her new educational setting. With Esther, we've been working on social skills, self-regulation and fine motor development, so that these skills she can take and apply into a new setting. - We have a Prep orientation day in a couple of weeks, after our interview, and again, that will be more visits to the school, and we will get a bit of a feel from then, if we need to do more visits, over, you know, maybe we might need to do extra visits, I'm not sure. But, just meeting her teachers and visiting the classroom, and having some time away from me, and locating different things in the school to make her familiar.

- I'm Sarah Moscoso, I'm the Head of Special Education Services here at Wondall, and my role is to support all students, in particular those that have a disability or who need a bit of extra support, and make sure that they are able to access the curriculum and everything that we have here at Wondall. And when we think about transitions for students coming from pre-Prep and ECDP, we look at interviewing every parent and giving them plenty of time to tell us about their child, and give us the story of their child, so that we know who they are and what their particular interests and strengths are. Esther is coming to Wondall next year and we've met in Term 3 with Esther's mum and spoken with her about Esther's needs, and Esther's strengths, and the story of Esther and who she is. So, that's the beginning of Esther's transition to Wondall, and as we continue into Term 4, we've got the orientation days that Esther's mum has come to, to make sure that she's understanding what's school's about and what school looks like.

And, as that continues, I will be going over to the ECDP, where Esther currently attends, talking to the teachers there, and getting an understanding of what's working for her there, so that we can put some similar supports in place for her when she gets here. And, Esther will come and visit the Prep classroom when it's empty, which is something that we like to do to give her the chance to explore the classroom, ask questions, and not be too overwhelmed by the environment. And as the term continues, that conversation between Esther's mum and myself and other key members of the school staff will continue just so that we can work out exactly what Esther needs as she transitions. So, as the school year commences, I'll make sure that all the information we have gathered as a team around Esther's needs, and her strengths, are passed on to her Prep teacher, so that her teacher has a really good understanding of exactly what is important for Esther, and what needs to be put in place, so that she can be successful in the Prep setting.

- My name is Linda Threlfall and I'm a Prep teacher at Wondall Heights State School. Esther is a student in my Prep class, we're working collaboratively with the hub staff and her mum and family so we can help her settle into the Prep setting. We're in Week 3 of Term 1, so we're working on strategies, we've used a timeline for her to help settle, to know her routine, and what is expected of her at that time. It's new at the moment because we've been using different strategies to help her, and we're hoping this strategy is going to assist her. Esther is a positive child, and she is a great reader, and she is a very happy student to come into the class. Ultimately we'd like Esther to be able to make relationships with her friends and peers and settle into the routine, and then, hopefully, have a safe and happy transition to Grade 1 at the end of the year.

(Link: <https://mediasite.eq.edu.au/mediasite/Play/9419dbba60374d089df5ec5dce7909ea1d>)